

**Grand Island Public Schools
K-12 Music Program Curriculum Framework**

Strand I: Foundation & Key Techniques

| K-12 Program Strands & National Music Curriculum Standards | K-12 Program Enduring Understandings | K-12 Program Essential Questions |
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| <p>Content Standard 1: Singing, alone and with others, a varied repertoire of music.</p> <p>Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>Content Standard 3: Improvising melodies, variations, and accompaniments.</p> <p>Content Standard 4: Composing and arranging music within specified guidelines.</p> <p>Content Standard 5: Reading and notating music.</p> | <ul style="list-style-type: none"> • Every composer/period of music employs elements of music to elicit an intended response from the listener. • Knowing the elements of music help facilitate sound production. | <ul style="list-style-type: none"> • What does quality work look and/or sound like? • How do I use the tools I have to produce the sound I want? • What am I focusing on and how do I know if I am making progress? • How do I navigate this piece of music? |

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Strand 2: Creating

| K-12 Program Strands & National Music Curriculum Standards | K-12 Program Enduring Understandings | K-12 Program Essential Questions |
|---|---|--|
| <p>Content Standard 1: Singing, alone and with others, a varied repertoire of music.</p> <p>Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>Content Standard 3: Improvising melodies, variations, and accompaniments.</p> <p>Content Standard 4: Composing and arranging music within specified guidelines.</p> <p>Content Standard 5: Reading and notating music.</p> <p>Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>Content Standard 9: Understanding music in relation to history and culture.</p> | <ul style="list-style-type: none"> • Music has the potential to elicit a powerful response. • The manipulation of the elements of music create expression to be used individually or as a group. • Original compositions are grounded in prior knowledge. • Creativity presents elements of music in a new light. • Creativity is grounded in technical knowledge and personal experience. | <ul style="list-style-type: none"> • What inspires me? What is the best way to show this idea? • How do I use the tools I have to produce the sound I want? • When do I stay within the established rules, guidelines and conventions? (9-12) • How do I apply what I already know and how do I explore new styles to broaden myself? • Why do people have different interpretations of the same piece? |

Strand 3: Performing

| K-12 Program Strands & National Music Curriculum Standards | K-12 Program Enduring Understandings | K-12 Program Essential Questions |
|---|--|---|
| <p>Content Standard 1: Singing, alone and with others, a varied repertoire of music.</p> <p>Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>Content Standard 3: Improvising melodies, variations, and accompaniments.</p> <p>Content Standard 4: Composing and arranging music within specified guidelines.</p> <p>Content Standard 5: Reading and notating music.</p> <p>Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>Content Standard 9: Understanding music in relation to history and culture.</p> | <ul style="list-style-type: none"> • The way a performer practices has a predictable effect on the level of proficiency of the piece and overall musicianship. • Formal and informal performance provides the opportunity for growth. • The analysis of the structure and form of a piece has the power to affect its performance. • Knowing the context of the music influences the meaning of the performance. | <ul style="list-style-type: none"> • How do we work together to produce a quality performance? • How does a musician hook and hold an audience? • What do I need to focus on in this practice session? |

Strand 4: Responding

| K-12 Program Strands & National Music Curriculum Standards | K-12 Program Enduring Understandings | K-12 Program Essential Questions |
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| <p>Content Standard 6: Listening to, analyzing, and describing music.</p> <p>Content Standard 7: Evaluating music and music performances.</p> <p>Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>Content Standard 9: Understanding music in relation to history and culture.</p> | <ul style="list-style-type: none"> • The interpretation and evaluation of music is influenced by knowledge, cultural background, philosophical approach and personal experience. • Certain pieces of music/ performance/composer/musician transcend place and time. • Exposure to a range of music opens up how we perceive and perform music. | <ul style="list-style-type: none"> • How does knowing the context of the piece affect how I listen to it? • Why do people have different interpretations of the same piece? • What are my favorite songs/artists and why?(K-4) • How is personal preference for music developed?(5-12) • What makes a piece of music/ performance/composer/musician enduring? • How do I know if my performance was effective? |

Strand 5: Professionalism & Work Ethic

| K-12 Program Strands & National Music Curriculum Standards | K-12 Program Enduring Understandings | K-12 Program Essential Questions |
|---|--|---|
| <p>Content Standard 7: Evaluating music and music performances.</p> <p>Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.</p> | <ul style="list-style-type: none"> • The way you present yourself has a predictable affect on how you are perceived by others. • The way time is used has an effect on the quality of a finished product. • Knowing and preparing for a career in music helps me reach my goals. • Music is related to others disciplines as well as the sciences and humanities to create a powerful connection. • My preparation and effort impact my learning and self awareness.. | <ul style="list-style-type: none"> • What does quality work look and/or sound like? • What does it take to be successful? • How does the way I conduct myself affect everyone around me? • What am I learning about myself as a musician? • What do I do when mistakes happen? |